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AUTHOR	Howlett, C. F.
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ABSTRACT

This curriculum/lesson plan outline for the labor section of an economics program consists of three units. The objective stated for this labor section is to understand the role of labor and wages in the economy. Unit 1 on labor as one of the four factors of production covers the role of labor, wages and their determination, the effects of outside forces such as unions and government, and productivity. Unit 2 focuses on organized labor in the United States. Lessons address reasons for organizing, difficulties in early attempts to organize labor, the organization of national labor unions and the development of collective bargaining, the historical role of government in resisting and/or protecting the activities of organized labor, recent developments in organized labor, and labor history. Unit 3 on labor-management relations covers the goals of management and its methods and the goals of labor and its methods. Each lesson consists of information on content and resource suggestions for teacher use as well as a list of student activities. A list of 36 suggested readings is provided. Multimedia kits, records, and periodicals and newspapers are also listed. Appendixes include some suggested materials for use in the lessons. (YLB)

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LABOR IN THE ECONOMY
Lesson Plans

C.F. Howlett, Amityville H.S.

Objective: To understand the role of labor and wages in the economy.

A. Labor as One of the Four Factors of Production. Four areas of discussion will be: (1) role of labor; (2) wages and their determination; (3) the effects of outside forces such as unions and government; (4) productivity.

I. The role of labor.

(a) Definition of labor: all manual workers whose work is characterized largely by physical exertion; all wage-earning workers as a group -- distinguished from CAPITAL (means of production) or MANAGEMENT (directors of production).

(b) Discuss the critical role of labor in the capitalistic structure. Draw a circular chart based on 1980 population. U.S. population in 1980 was 226,504,825. Of these, about 47% were members of the civilian labor force -- men and women at least 16 years of age either working or actively looking for a job. (See attached chart).

(c) Briefly analyze changes in the labor force from an historical perspective. In the late 1700's the labor force numbered about 2,000,000. Today the number has grown to over 100 million. In the early years nearly all American workers were involved in agriculture. Today, only about 3% of American workers have jobs in farming. More and more workers have moved into manufacturing and service occupations. Have students read portions of James Agee's Let Us Now Praise Famous Men, E.L. Bogart, Economic History of American Agriculture, and Fred A. Shannon, "Culture and Agriculture," Mississippi Valley Historical Review 41 (1954). Encourage students to read Witt Bowden, Industrial History of the United States. Compare and contrast the economic foundations of American labor over time from farming to industrialization. Equally important, emphasis should be placed on the emerging role of minorities and women in the twentieth century work force. In 1900, less than 20% of the labor force was made up of women. The percentage has doubled over the last 80 years. On the role of minorities refer to F. Ray Marshall's studies. An abundance of works are now available on women workers. Alice Kessler-Harris' books should be consulted.

(d) Labor. Note that the term implies that which is supplied by workers. It is an important factor of production. Labor force is that part of the country's population that is working for pay or is looking for paid work. It is an essential aspect to a country's economic survival. A number of important questions can be asked: (1) How does the worker feel about his

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or her job? (2) What is it like to be a member of the American work force today? (3) What is the prevailing attitude of America's work force today? (4) How strong are the notions of pride and accomplishment among American workers? What would be of significant value to students would be to read exerpts from Work in America, a report of a Special Task Force to the Secretary of Health, Education, and Welfare, and have as a required reading for this unit Studs Terkel's Working.

ACTIVITIES:

1. Have students write their own personal experiences if employed as a worker. Have students keep a diary of their personal work experiences. Have students who have never been employed write a story of what their view of work might be.
2. Have students consult the film catalogue, prepared by Robert Disch and the NYS Council for the Humanities, that discusses numerous films related to "Work in American Life."
3. Have students do a research paper that analyzes the unique qualities of labor as compared to other factors of production. What makes labor as human capital? Despite competiting world economic systems, labor is one essential commodity all nations must have to survive. It is the one commodity all have in common.
4. Have students write a comparative paper that discusses the nature of work in two different nations. What are the differences and what are the similarities.
5. Show videotape, "Where Do Jobs Come From -- Derived Demand." Hold a class discussion to assess the notion, "derived demand."

II. Wages and their determination

(a) Labor force receives payments for work. Such payments are called wages. Decisions on wage levels are influenced by supply and demand.

(b) Categories of labor related to wages.

1. Unskilled labor: workers who do not have the training to operate machines. Work chiefly with their hands at jobs such as digging ditches, picking fruit, mopping floors.
2. Semiskilled labor: workers who have mechanical abilities. May operate power lawn mowers, electric floor polishers, etc.
3. Skilled labor: Workers able to operate complex equipment and can do their tasks with little supervision. Carpenters, typists, bricklayers, electricians fall into this category.
4. Professional labor: higher-level skills based primarily on education such as doctors, lawyers, and company executives.

(c) Wage Determination - Types

1. Wage Rate: a standard amount of pay given for work performed.
2. Traditional Theory: that based on supply and demand.
3. Negotiated Wages: Not determined by supply and demand but by the influence of organized labor and collective bargaining process.
4. Labor Mobility: moving to where wages are higher. A unique

characteristic of the American economic system. Can be related to supply and demand. Contingent to one's skills and abilities.
5. Wage Discrimination: related to women and minorities, as well as young adults. Need to discuss the expansion of federal laws since the 1960's.

ACTVITIES:
1. Have students present a round table discussion on how the demand for labor is derived from the demand for the products being produced by that labor. Interject into the discussion how wages are affected by this factor.
2. Have students write a paper on the evolution of wages in American society and how it was directly attributable to the advances of industrialization. How are hours and wages derived in terms of labor? How do we put a particular price tag on one's labor? How is labor measured in terms of wages?
3. Conduct a research project on the history of the minimum wage law and its present-day implications.
4. Have students read U.S. Bureau of Labor Statistics, "History of Wages," Bulletin, No. 604 (1934).
5. Show film, "Working for Your Life."
6. Research the history and role of Child Labor Laws.

III. The effects of outside forces

(a) Role of Government.

1. Traditional position of laissez faire. Analyze the historical roots of this position by reading portions of Adam Smith's The Wealth of Nations. Also read parts of Robert Heilbroner's The Wordly Philosophers. Mercantilism vs. Free Trade.
2. Examine the evolution of Antitrust legislation in the late nineteenth century. In what ways did it affect the role of labor and industrialization? Use xerox copies of portions of Arthur G. Hays' Trial by Prejudice and George W. Taylor, Government Regulation of Industrial Relations.
3. The economic impact of spending is worth noting. How government allocates its funds affects community development and productivity of labor. An analysis of defense funds and its effects on labor should be mentioned.
4. The role of regulatory agencies is especially important. The Department of Labor should be discussed. Its purpose, role, and success and failures.

(b) Role of Unions

1. Explain the notion of "countervailing power" as analyzed by John K. Galbraith in American Capitalism.
2. Unions organize workers to protect rights and prevent exploitation. They help to stimulate production. Most local unions are affiliated with a national or international organization. Part of union dues paid by workers in the local go to support the activites of the "parent" organization. Most local unions select delegates to attend a national convention. There, they elect the national officers who make most of the important decisions dealing with union business. (See chart).
3. Trade (Craft) and Industrial Unions

(a) Trade (Craft) -- perform a particular kind of work. Unions that belong: Automobile Workers, Electricians, Steel Workers, Plumbers, Machinists.

(b) Industrial -- all workers in a particular industry, no matter what kind of work they perform.

(See chart on Craft and Industrial Unions)

4. Threats to Unionism in America today: automation, foreign competition, increase employer and governmental hostility (i.e., Air Traffic Controllers Union destroyed), and growth of service occupations that are either suspicious of traditional unionism or favorable to company union plans.

ACTIVITIES:

1. Have students discuss in class the role of the Department of Labor. Have them write letters to various officials within the department -- national and state -- to ascertain their views and perceptions.
2. What effect does government spending for defense have on the local community. In one case, how did the closing of Fairchild-Republic impact on Long Island's labor force. What effect will decrease defense spending have on Grumman Corporation. Students can write officials of the parent corporations to find out their feelings. Have students interview friends or relatives who have worked for or still work for industries dependent on government contracts.
3. Have students contact the NYS AFL-CIO office to locate all unions and their headquarters. Students can write a brief history of a particular union and its contributions on the state and local level. See Dept. of Labor Bulletin # 1665 (1969).
4. Show the film, "Union Shop." Then conduct a discussion on how a local really operates. Emphasize the notion of democratic decision-making and the realities of union politics.
5. Ask students to discuss their own feelings about unions in American society today. Invite a union leader and someone from management to debate the issues in class.

IV. Productivity

(a) Emphasize the point that labor productivity can be increased by improving skills and by adding capital. In order for any country to grow it must have a large and skilled labor force. Factors influencing productivity today include schooling, desire, and motiviation.

(b) Stress other factors such as land (natural resources) and capital. How do these factors come to bear on labor?

ACTIVITIES:

1. Set up a classroom situation in which one student is the owner of a factory, another the manager, and another student the union representative. The rest of the students are union workers. Ask them to decide on ways to improve labor productivity that benefits both sides.

B. Organized Labor in the United States

I. Reasons for Organizing.

(a) Better salaries, working conditions, hours of employment, and security.

(b) Notion of respectability and right to organize.

(c) Success of American Trade Unionism from an historical perspective. Explain the contrasting conceptions of Gompers' view of business unionism and that of socialist influence in trade unionism. Explore the theory of why socialism was influential in the development of European trade unionism but not in the United States. Have students read Werner Sombart's seminal essay on the reasons why socialism has not succeeded in America. Also have students read E.P. Thompson"s important essay, "Time, Work, and Industrial Discipline." The role of labor in America, from an institutional viewpoint, is also found in John Commons et al., Labour in the United States.

II. Difficulties of early attempts to organize labor.

(a) 1778, printers in New York City joined together to demand higher pay. Other unions formed by shoemaker, carpenters, and tailors. Refer to Commons et al., Labour in the United States.

(b) To the 1820's American work force made up of farmers, small businessowners, and self-employed. One of the more successful attempts at unionization was the Philadelphia Cordwainers. Unionizing efforts, however, were small in number and ran head on into various obstacles: courts and restraint of trade interpretations, Jeffersonian individualism, agrarian idealism in 19th century America, immigration and Old World values, and custom (workers negotiating face-to-face on a one-to-one basis with employer). Refer to Labour in the United States, Sean Wilentz, Chants Democratic: New York City and the Rise of the American Working Class, 1788-1850, Thomas Dublin, Women at Work: The Transformation of Work and Community at Lowell, Massachusetts, 1826-1860, Charles G. Steffen, The Mechanics of Baltimore: Workers and Politics in the Age of Revolution, 1763-1812.

(c) Industrial Revolution in America

1. In the mid-1800's declining farm population and rapid growth of factory system assisted our industrial transformation. The Civil War gave an additional spurt to higher prices and greater demand for goods and services.
2. Differences between immigrants and America-born workers faded at this time due to acculturation and assimilation. It led to greater unity among workers and increased emphasis on unionism. Emphasize the role of immigration in American labor history.

III. The Organization of national labor unions and the development of collective bargaining.

(a) Discuss the formation of the National Labor Union and its brief history under the leadership of William H. Sylvis. Refer to David Montgomery, Beyond Equality: Labor and Radical

Republicans, 1862-1872; Commons et al., Labour in the United States.

(b) Knights of Labor and role of Terrance V. Powderly. Discuss the notion of the unionization of all workers and its reform-minded goals. Refer to Gerald N. Grob, Wokers and Utopia: A Study of the Ideological Conflicts in the American Labor Movement, 1865-1900.

(c) Creation of the American Federation of Labor and the leadership of Samuel Gompers. Discuss the notion of trade unionism and how the failure of the Knights of Labor assisted in the formation of the AFL. Also emphasize the significant role Gompers played and how his socialist idealism gave way to concrete gains for craft workers. Refer to Philip Taft, The AF of L in the Time of Gompers.

(d) Discuss the significant strikes of the late nineteenth century.

1. Railroad Strike of 1877. Refer to Samuel Yellen, American Labor Struggles, and Sidney Lens, Labor Wars.
2. Haymarket Affair of 1886. Refer to Paul Averich, The Haymarket Affair; Milton Meltzer, Bread and Roses: The Struggle of American Labor, 1865-1915; Stuart Kaufman, "Haymarket and the Federation of Labor," in Dave Roediger and Franklin Rosemont, eds., Haymarket Scrapbook: A Centennial Anthology, 1886-1986.
3. Pullman Car Strike of 1893. Refer to Stanley Buder, Pullman: Experiment in the Industrial Order and Community Planning, 1880-1930; Almont Lindsey, Pullman Strike.
4. Homestead Strike of 1892. Refer to Leon J. Wolff, Lockout: Story of the Homestead Strike of 1892.

(e) Important labor leaders of the late nineteenth and early twentieth centuries.

1. Terrence V. Powderly. See Leon Fink, Workingmen's Democracy: The Knights of Labor and American Politics.
2. Samuel Gompers. See his biography, Seventy Years of Life and Labor; Taft"s writings on Gompers and the AFL; Stuart Kaufman, ed., The Papers of Samuel Gompers (volume I published and subsequent volumes to follow).
3. William Hutchinson. Consult Melvyn Dubofsky's important work, We Shall Be All: Industrial Workers of the World; Joseph R. Conlin, Big Bill Haywood and the Radical Union Movement,
4. Eugene V. Debs. Refer to Nick Salvatore, Eugene Debs: Citizen and Socialist.

(f) Radicalism in the labor movement in pre-World War I period. Discuss the role of the IWW and the Socialist Labor Party. A good way to introduce this aspect would be to have students read Upton Sinclair's The Jungle. Introducing the controversial aspects of socialism in labor can be accomplished by having students read exerpts of Daniel DeLeon, The Man and His Work: A Symposium. James Weinstein's work, The Decline of the Socialist Party in America, and David A. Shannon's The Socialist Party in America are general works worth consulting.

(g) Role of Workers' Education

1. Discuss its lack of attention in textbooks. Emphasize its

role in training union organizers. Discuss the radical experiment of Brookwood Labor College at Katonah, New York, and that of the Bryn Mawr Summer School for Women Workers in Pennsylvania. This is a fascinating aspect that deserves much more attention than it has been given. References are: James O. Morris, Conflict Within the AFL: A Study of Craft versus Industrial Unionism; Joel Denker, Unions and Universities; Charles F. Howlett, Brookwood Labor College: The Quest for Social Reform (forthcoming, University Press of Mississippi). The film, "The Women of Summer: An Unknown Chapter of American Social History" by Rita Heller and Suzanne Bauman is significant.

(h) Labor leaders of the twentieth century

1. John L. Lewis. Discuss his role in the United Mine Workers and later the CIO. Refer to Melvyn Dubofsky and Warren Van Tine, John L. Lewis.
2. Walter Reuther. Discuss his role in the formation of the United Auto Workers and later the CIO. Refer to Vic Reuther, The Brothers Reuther; John Barnard, Walter Reuther and the United Auto Workers.
3. George Meaney. His work is currently being assessed. The George Meany Center for Labor Studies, Silver Spring, Maryland, is an important archival source.

(i) Formation of the Congress of Industrial Organizations. Explain how various leaders in the labor movement criticized the conservatism of the AFL during the interwar years and how the Great Depression contributed to the organization of industrial unions. Explain the nature of mass production industries and worker organization. Irving Bernstein's The Lean Years: A History of the American Worker, 1920-1933, and Turbulent Years, 1933-1941 are excellent references. Walter Galenson's The Formation of the CIO is also an important work.

(j) The Wagner Act of 1935. A significant piece of federal legislation that enabled unions to bargain collectively with employers. A major victory for organized labor. The act helped the unionizing efforts of both the AFL and CIO during the latter stages of the depression. Refer to Theodore Iserman, Industrial Peace and the Wagner Act: How the Act Works and What to Do about It.

(k) The AFL-CIO Merger. Discuss how the two unions settled their differences and merged in 1955. The merger represented the zenith of the American labor movement in the twentieth century. Refer to Taft, The AF of L from the Death of Gompers to the Merger; Robert Zeiger, American Workers, American Unions, 1920-1985.

IV. The historical role of government in resisting and/or protecting the activities of organized labor.

(a) The role of the Courts. Traditionally, the courts were anti-labor. Restraint of trade was the key issue. Some of the following cases should be discussed. One should consult two important references: Charles O. Gregory, Labor and the Law;

Leon Fink, "Labor, Liberty, and the Law: Trade Unionism and the Problem of the American Constitutional Order," Journal of American History 74 No. 3 (December 1987).

1. Cases opposing labor:

Sherman Anti-Trust Act (1890): aimed at curbing monopolies, but used to keep unions in line.

In Re Debs (1895): held that labor unions were combinations in restraint of trade under the provisions of the Sherman Anti-Trust Act.

United Hatters Unions v. Danbury, Connecticut (1902): another test case regarding restraint of trade.

Adkins v. Children's Hospital (1923): declared District of Columbia minimum wage law unconstitutional.

Taft-Hartley Act (1947): gave employers the right to sue unions for breaking contracts and prohibited them from making union membership a condition for hiring. Instituted 60 day notice before going out on strike.

Landrum-Griffin Act (1959): required that unions file financial reports with the government and limited the amount of money officials could borrow from a union. End union corruption. This was a positive aspect to union respect, however.

2. Cases favorable to unions:

Clayton Anti-Trust Act (1914): stated that labor unions should not be looked upon as "illegal combinations or conspiracies in restraint of trade under the antitrust laws." A minor victory for labor.

National Labor Relations Board v. Jones and Laughlin Steel Corporation (1937): upheld the constitutionality of the Wagner Act and recognized the regulatory role of the government over both business and labor.

In the last fifty years State compensation laws and minimum wage laws have been enacted and protected the rights of workers. Some attempts have recently been undertaken to erode minimum wage laws for young adult workers. This is one area in need of further examination.

V. Recent Developments in Organized labor.

1. Discuss the 1960's and the formation of the United Fruit Workers and the leadership of Caesar Chavez.
2. Discuss the role of independent unionism (Bakery Workers and Locomotive Engineers) as well as interest in the age-old problem of company unionism.
3. Examine the reasons for the re-entry of the Teamsters into the AFL-CIO.
4. Growing problem of anti-unionism in America. What can labor do when faced with declining numbers and a new technological work force. Will white collar unionists outnumber blue collar unionists in the near future? What about the role of worker control over the job. Organized labor should emphasize wage equality and workplace democracy; it should tone down the old tactics of confrontations and militancy.
5. Why no U.S. amendment on Child Labor Laws: research paper.

VI. Labor History: Old and New

(a) This is a section not included in the state syllabus. It is valuable in terms of historians' perceptions of the role of the labor movement and their own interests in working class analysis.

(b) One could read some of the older institutional works by John R. Commons and Philip Taft. This could be contrasted with the new labor history and its emphasis on class and culture. The role of society and community has produced a new school of labor historians. The study of organized labor has given way to the study of workers in their own communities. The references to consult are: Daniel Leab, ed., The Labor History Reader; David Montgomery, Workers' Control in America, and The Fall of the House of Labor: The Workplace, the State, and American Labor Activism, 1865-1925; Herbert Gutman, Power and Culture: Essays on the American Working Class (edited by Ira Berlin); Jacquelyn Hall et al., Like a Family: The Making of a Southern Cotton Mill World; David Corbin, Life, Work, and Rebellion in the Coal Fields.

ACTVITIES:

1. Assign for required reading Bernard Karsh, Diary of a Strike. Have students assess the role of a strike: its goals, triumphs, and setbacks. There are any number of historical works detailing famous strikes. These can be read in conjunction with Karsh or independently.
2. Have students read local newspapers or NY Times and keep a diary of current strikes. Students would do well to read past newspaper accounts concerning famous strikes. The Times would be the best bet.
3. If possible, have students interview strike leaders concerning a labor-management confrontation close to home. They should also interview management for a balanced account.
4. Have students research the lives of famous labor leaders. Preferably this can be done by reading their published autobiographies and letters.
5. Have students read the copybooks of the AFL. These are on microfilm at Butler Library, Columbia University. What do these papers reveal about leadership in organized labor?
6. The reading of novels is also a useful activity. Reading Sinclair's The Jungle and Steinbeck's The Grapes of Wrath help to portray the workers' plight in America.
7. One exciting project would be for students to perform Tom Tippett's popular play, "Mill Shadows." This play depicts the struggle for unionization among southern mill workers.
8. A field trip to the Smithsonian Institution: Presently, there is a display, "Symbols and Images of Labor."
9. A slide show prepared by the American Working Class History Project, CUNY, can be used.
10. There are numerous movies and films describing labor and labor activites. Norma Rae and F.I.S.T. come to mind. Film Library Quarterly 12 Nos. 2/3 (1979) devotes these two issues

to "American Labor Films." Important films and reviews of these labor films are included. It is a significant reference tool.
12. Have students listen to the record album Talking Union and then jot down their impressions of the songs and their meanings. Students could also utilized the magazine Come For To Sing (Winter, 1980).
13. Read the poetry of Carl Sandburg. It is filled with labor history and labor themes. Plenty of novels devoted to labor.
14. Photographic history is worth a thousand words. Two books to use are America and Lewis Hine and The Eye of Conscience
15. Primary source reading on women and workers' education is available in Joyce Kornbluh and Mary Frederickson, Sisterhood and Solidarity. Students can read these firsthand accounts of women organizers and the contributions to the American labor movement.
16. A field trip to a nearby local union headquarters can be coordinated. Have students prepare questions in advance. They could then write their experience in the form of a short paper.
17. Set up a hypothetical strike situation in class. Assign specific roles for students: union leaders, management, police, community officials, etc. Then have them act out their parts until the situation has been resolved. This could be a two-three day plan. Have five students in the class act as observers and ask them to job down their observations. Compare notes and analyze.
18. Assign as a class project a calendar listing in chronological order important events in American labor history.

C. LABOR-MANAGEMENT RELATIONS

I. The goals of management and its methods.

(a) Define management as those who are in charge of operating the workplace. The term boss is used most often. Point out that labor and management generally manage to settle their differences without resorting to extreme measures. Today less than one fifth of 11 percent of all working time is lost each year to labor disputes.

(b) Methods of management are best defined in the collective bargaining process. The lockout and blacklist (define) were favorite tactics in the past. Company unions also became a favorite method of management as did the Open Shop. The basic process management relies on is MEDIATION, ARBITRATION, and FACT-FINDING. Injunctions (define) and government seizure (though rare) are weighted in favor of management.

(c) Management's goal has always been to maintain productivity and quality. It remains reluctant to grant greater worker control. In recent contract negotiations, unions have been buying into the company. Still, control remains in the hands of management.

II. The goals of labor and its methods.

(a) Historically, labor has always relied on the

strike (define) as its ultimate weapon. Other weapons (define all) that labor used were: picket, boycott, closed shop, union shop, modified union shop, featherbedding, and agency shop.

(b) The primary goal of labor is to obtain a fair contract for its workers. The union will seek input from its membership and then try to negotiate with employers. The contract (define) is the major objective of labor-management talks. For the most part, concrete benefits (higher wages, better hours and working conditions, and fringe benefits) have been the primary goal of American unionism. Stress senority.

(c) In recent years, due to a service oriented economy and less blue collar strength in the union work force, unions are being forced to lower their demands. Give-backs to keep workers in jobs, based on senority, have been negotiated in recent contracts. Management has threatened to close the plant unless unions are willing to make concessions. One major area where unions can gain a foothold is in the area of worker control. This must be negotiated, but at the cost of stronger concrete benefits for the individual worker. The key issue is for unions to find ways to halt the decline in membership while exercising greater control over the workplace. This is the challenge union leadership faces as we enter the twenty-first century.

ACTIVITIES:

1. Perhaps the best and most useful exercise would be for students to negotiate a labor contract. Teachers could use their own contract or students could ask family and friends for a copy of a labor contract. This project is suggested in the NYS syllabus. I believe it is a sound suggestion.

Building a Vocabulary

Civilian labor force; craft union; trade union; industrial union; strike; National Labor Relations Board; American Federation of Labor; Congress of Industrial Organizations; AFL-CIO; independent unions; company unions; company unions; closed shop; union shop; right-to-work laws; modified union shop; agency shop; grievance procedure; mediation; arbitration; fact-finding; lockout; injunction; picket; boycott; automation; featherbedding; unskilled labor; semiskilled labor; skilled labor; professional labor; wage rate; traditional theory of wage determination; theory of negotiated wages; senority; labor mobility; minimum wage; agency fee.

Developing Economic Skills

List eight occupations available to graduating seniors from high school. Categorize each as unskilled, semiskilled, skilled, or professional labor. Using the classified section of your local newspaper, determine the approximate weekly or monthly salary offered for each. Examine the results of your investigation

and answer the following questions:
1. For which occupations is there the least demand? The greatest demand?
2. In which categories of labor are salaries the lowest? The highest?
3. How do the results of your analysis compare with the traditional theory of wage determination?

Answering Main Ideas

1. What are some factors that influenced the development of labor unions in the 1800?
2. What was the general atttitude toward workers until the 1920? What happened to change that attitude?
3. What is the difference between a closed shop and a union shop?
4. In what ways are mediation and arbitration different? The same?
5. How does fact-finding differ from injunctions and seizure?
6. What is technological unemployment? What causes it? How do unions feel it should be dealt with?
7. What is the difference between an unskilled worker and a skilled worker? A skilled worker and a professional?
8. What is the traditional theory of wage determination? How is it different from the theory of negotiated wages?
9. What are two major issues in today's economy?
10. Given the fact that today only one fifth of the civilian labor force belongs to unions, do you feel that unions exert too much power in porportion to their numbers? Explain your answer.
11. Unions generally argue that the best interests of workers can be served when employees are members of a union. Do you agree or disagree? Defend your answer.
12. Do you think that union-management differences generally are resolved in a fair and reasonable manner? Give specific examples to support your position.
13. Give reasons why you agree or disagree with the following: "Unions have outlived their usefulness."
14. Present an argument for or against the minimum wage.

List of Suggested Readings

The following list is in addition to those works and references already mentioned in lesson plans. Apart from a required textbook in economics for the course, the following works refer to history of organized labor, labor history, women and minorities in American labor history, and bibliographic studies. Most of the citations are listed alphabetically.

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APPENDIX I

THE CIVILIAN LABOR FORCE AS A PERCENTAGE OF TOTAL U.S. POPULATION, 1980

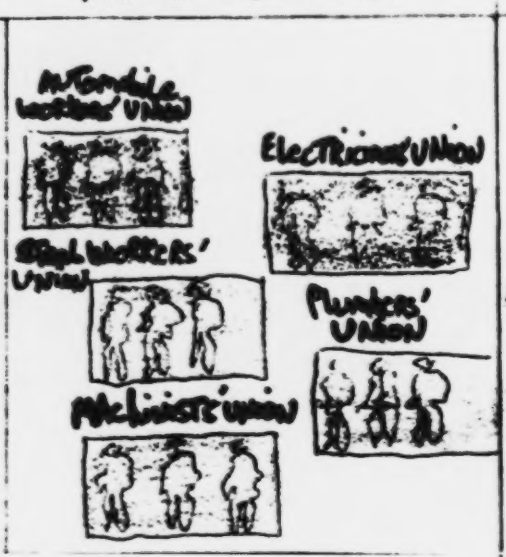
TOTAL U.S. POPULATION
226.5 MILLION

A — PEOPLE NOT IN CIVILIAN LABOR FORCE
B — ASSOCIATION MEMBERSHIPS
C — UNION MEMBERSHIPS
D — NON-UNION WORKERS

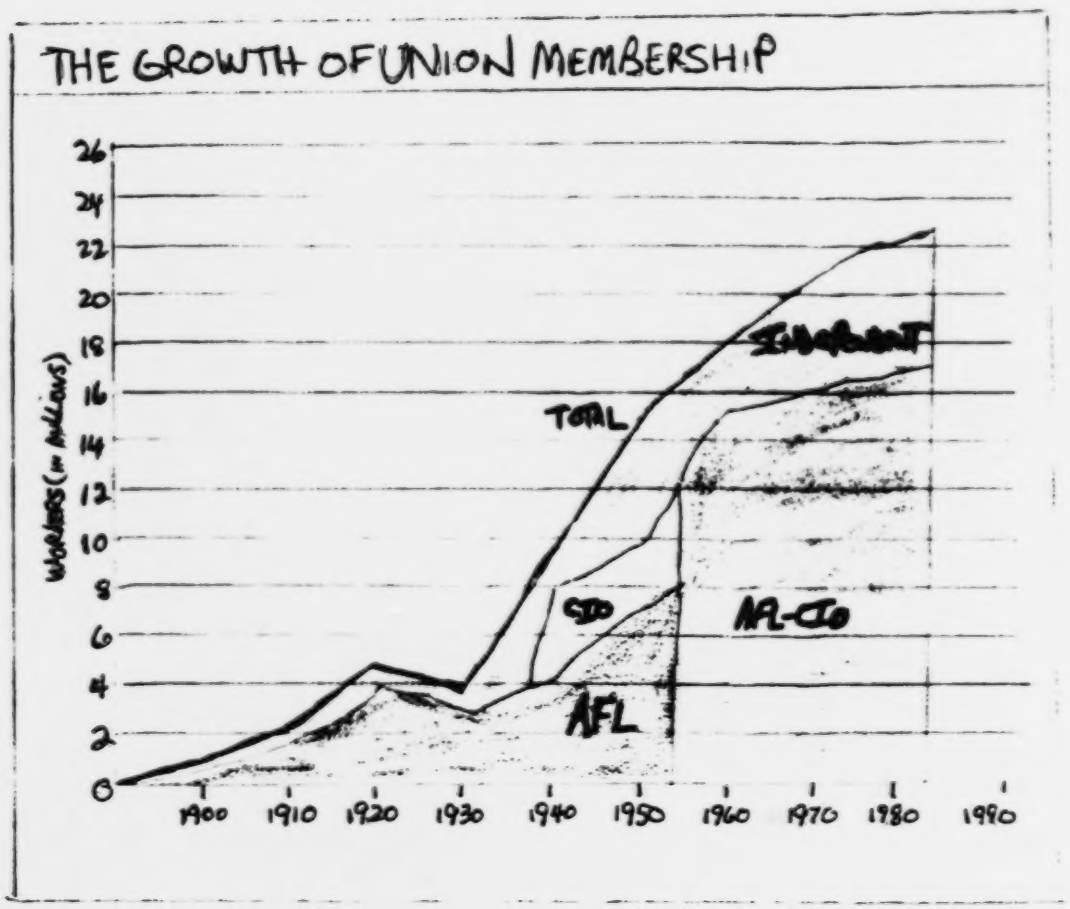
PERCENTAGE OF CIVILIAN LABOR FORCE	PERCENTAGE OF TOTAL POPULATION	
2.4	1.1	ASSOCIATION MEMBERSHIPS
22.8	9.8	UNION MEMBERSHIPS
74.8	36.1	NON-UNION WORKERS
100.0	47.0	

APPENDIX II

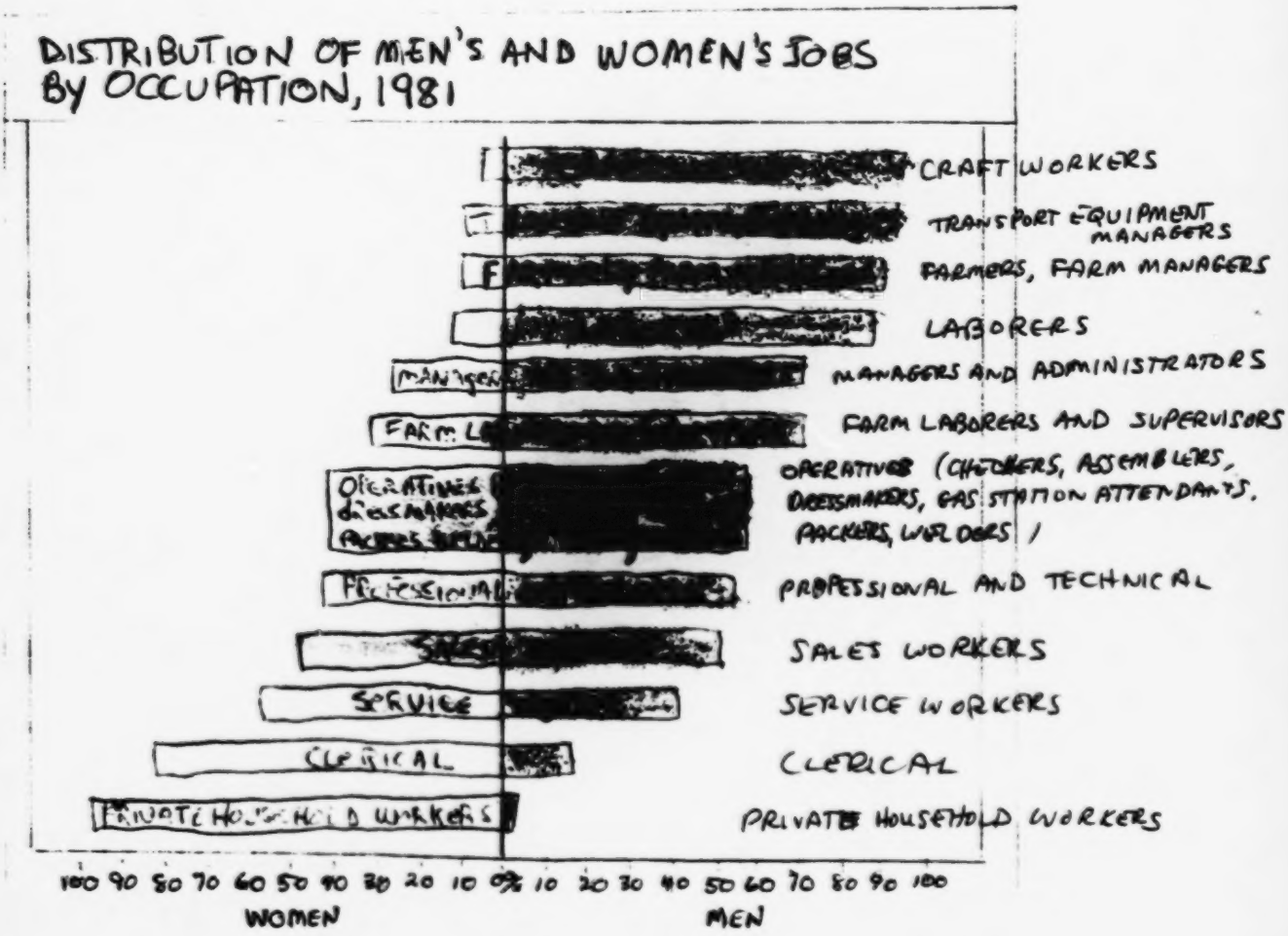
TRADE (CRAFT) AND INDUSTRIAL UNIONS

TRADE (CRAFT) UNIONS	INDUSTRIAL UNIONS
	
MEMBERS ARE WORKERS WHO PERFORM A PARTICULAR KIND OF WORK	MEMBERS ARE ALL THE WORKERS IN A PARTICULAR INDUSTRY, NO MATTER WHAT KIND OF WORK THEY PERFORM

APPENDIX III

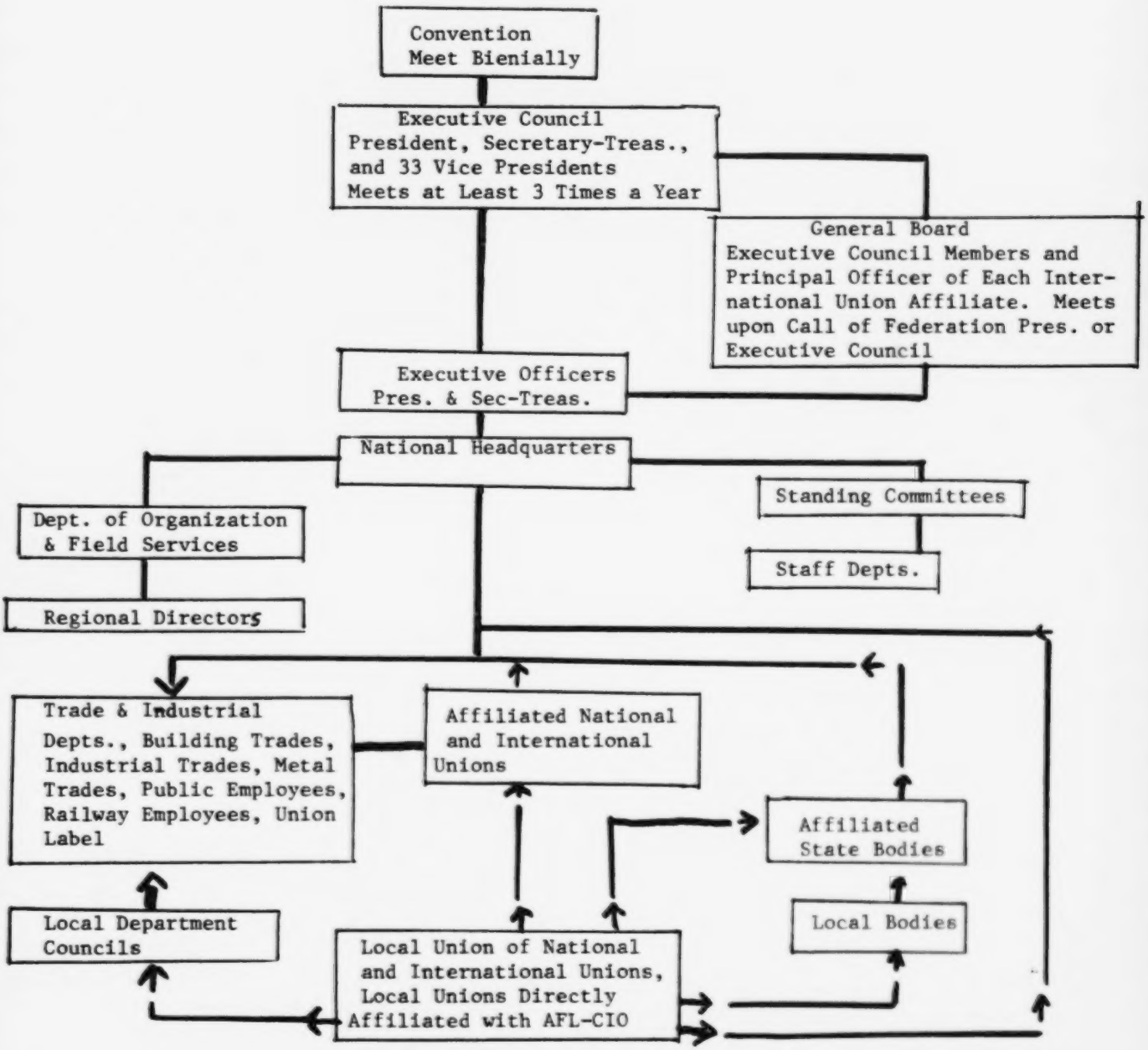


APPENDIX IV


DISTRIBUTION OF MEN'S AND WOMEN'S JOBS BY OCCUPATION, 1981
CRAFT WORKERS
TRANSPORT EQUIPMENT MANAGERS
FARMERS, FARM MANAGERS
LABORERS
MANAGERS AND ADMINISTRATORS
FARM LABORERS AND SUPERVISORS
OPERATIVES (CHECKERS, ASSEMBLERS, DRESSMAKERS, GAS STATION ATTENDANTS, PACKERS, WELDERS)
PROFESSIONAL AND TECHNICAL
SALES WORKERS
SERVICE WORKERS
CLERICAL
PRIVATE HOUSEHOLD WORKERS
100 90 80 70 60 50 40 30 20 10 0% 10 20 30 40 50 60 70 80 90 100
WOMEN
MEN

APPENDIX V

STRUCTURE OF THE AFL-CIO


Convention
Meet Bienially
Executive Council
President, Secretary-Treas., and 33 Vice Presidents
Meets at Least 3 Times a Year
General Board
Executive Council Members and Principal Officer of Each International Union Affiliate. Meets upon Call of Federation Pres. or Executive Council
Executive Officers
Pres. & Sec-Treas.
National Headquarters
Standing Committees
Staff Depts.
Dept. of Organization & Field Services
Regional Directors
Trade & Industrial Depts., Building Trades, Industrial Trades, Metal Trades, Public Employees, Railway Employees, Union Label
Affiliated National and International Unions
Affiliated State Bodies
Local Bodies
Local Department Councils
Local Union of National and International Unions, Local Unions Directly Affiliated with AFL-CIO

APPENDIX VI

LABOR UNION MEMBERSHIP, SELECTED YEARS, 1897-1974
[IN THOUSANDS]

YEAR	TOTAL, ALL UNIONS	AMERICAN FEDERATION OF LABOR	CONGRESS OF INDUSTRIAL ORGANIZATIONS	UNAFFILIATED
1897	440	265		175
1900	791	548		243
1910	2,116	1,562		554
1920	5,034	4,079		955
1930	3,632	2,961		671
1933	2,857	2,127		730
1940	8,944	4,247	3,625	1,072
1945	14,796	6,931	6,000	1,865
1947	15,414	7,578	6,000	1,836
1953	17,860	10,778	5,252	1,830
1955	17,749	16,062		1,688
1960	18,117	15,072		3,045
1965	18,519	15,604		2,915
1968	20,258	15,608		4,650
1970	20,752	15,978		4,773
1974	21,643	16,938		4,705